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ABSTRACT

A three-year project to develop and implement a regional planning and communications model for vocational education was conducted in the River Hills Region of southern Indiana. The project attempted to facilitate communications and coordinate the efforts of educational institutions, community agencies, and employers in providing efficient vocational education tailored to community, employer, and student needs. The River Hills model consisted of three major components--the organization and leadership component, the communications component, and the planning component. Methods used to develop and implement each component included publications, surveys, training presentations, and advisory councils. The project experienced many problems in developing communication links among regional educational institutions, and found the development of regional planning to be a large task, left unfinished at project completion. The major accomplishment of the project was to facilitate communications between educational institutions and community agencies, thereby fostering the idea that the economic well being of the region can be addressed through the cooperative efforts of representatives from these agencies. (Author/KC)

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INFORMATION SERIES NO. 14
PROJECT REPORT

IMPLEMENTATION OF A REGIONAL COMMUNICATIONS AND PLANNING MODEL

edited by
Nancy E. Steenhausen
Thomas A. Schwandt
Nancy Michael

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	Vocational Education Services 840 State Road 46 Bypass, Room 111 Indiana University Bloomington, IN 47405

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840 State Road 46 Bypass, Room 111
Indiana University, Bloomington, IN 47405

(812) 337-6711

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ABSTRACT

This report synthesizes and summarizes project reports covering the initial three years of the River Hills Region Vocational Education Information Project. The River Hills project was established to develop and implement a regional planning and communications model. The project attempted to facilitate communications and coordinate the efforts of educational institutions, community agencies and employers in providing efficient vocational education tailored to community, employer, and student needs.

The report discusses obstacles to regional communication and planning. The River Hills model and its three major components, the organizational/leadership component, the communications component, and the planning component, are presented. The methods used to develop and implement each component including publications, surveys, training presentations, and advisory councils are enumerated and briefly discussed. Approximate project costs are presented. Finally, successes and failures in implementing the model and in improving region-wide planning are discussed.

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CHAPTER I

INTRODUCTION

BACKGROUND

A major objective of vocational education is to serve the vocational training needs of the community. Among those who benefit from vocational education are the students who are trained for employment and job advancement, the employers who employ trained graduates and use vocational education to upgrade their employees' skills, and the community agencies that promote the economic development of the community.

The different elements of the community that benefit from vocational education must work together to ensure the success of vocational education so they can continue to receive the benefits it provides. The institutions that provide vocational education should maintain communications and coordinate planning to maximize efficiency. They should also coordinate their activities with employers and community agencies to make sure the schools are contributing to community efforts to reduce unemployment and promote economic growth.

BENEFITS OF MAINTAINING COMMUNICATIONS AND COORDINATING PLANNING

Among educational institutions in the region

By maintaining communications and coordinating planning educational institutions can increase efficiency. This increased efficiency can manifest itself in many areas.

Sharing equipment. Equipment for many vocational education programs is expensive. Equipment costs can be reduced if two or more institutions that offer the same program share their equipment. While sharing equipment is not possible when the equipment is used to capacity or when two institutions must

offer the same program at the same time, it is often possible to share equipment that is not in full-time use by scheduling programs at different times.

Avoiding program duplication. Many institutions in the community offer the same vocational education programs. When the need for duplication exists, this practice can be justified. However, when classes are not filled or when facilities are not used to capacity, it is difficult to justify program duplication. Coordinating planning for vocational education can reduce the number of program duplications and prevent or minimize future duplications.

Increasing the number of vocational programs. Major benefits of sharing equipment and avoiding program duplication are that funds and space become available. Schools gain the opportunity to begin new programs and provide a wider range of program choices. The combination of these benefits enables schools to better meet community needs.

Facilitating the transition of students from secondary to postsecondary programs. Most secondary vocational education programs offer training over a two-year period. These programs generally provide students with the skills required for entry-level employment. But many students want to learn more skills than the minimum required for entry-level positions. Other students want to be trained for complex jobs which require the mastery of more skills than they can learn in two years. These students can obtain the desired skills by continuing their training at postsecondary institutions. The transition from secondary to postsecondary training is likely to be more effective when the two types of schools coordinate their programs.

Sharing training needs and placement information. Many schools maintain contacts with employers to make sure their vocational programs provide skills currently needed in the community and that their equipment is technologically up to date. Contacts are also maintained to help place students in positions once they complete training. Initiating and maintaining contacts with employers are time-consuming tasks which instructors, counselors, and placement officers must perform to properly serve students. The amount of effort required for these contacts can be reduced if institutions share information or if they are all represented by the same contact persons.

Between educational institutions and the community

When institutions which offer vocational education and training maintain communications and coordinate planning with

employers and community agencies, they can contribute to efforts to improve the community. Coordination between institutions and the community can have positive effects in many areas.

Responding to employer training needs. Although vocational education provides students with skills needed for employment both in and outside the community, local vocational programs can be adapted to meet the specific training needs of local employers. In some cases, these training needs can be met by providing the skills needed to students already enrolled in vocational education programs. In other cases, the needs can be met through special training programs for employees already on the job. Coordination between schools and employers helps instructors stay informed of the special training needs of employers and keeps employers informed of the training programs and other services that are available to their employees.

Responding to community training needs. Various groups of residents in a community require special training to prepare for employment and advancement. These groups include persons whose skills have become outdated because technology has changed or their employers have gone out of business. They also include the disadvantaged and handicapped who lack the training needed to meet employers' demands. Vocational education can respond to the needs of these groups and the community by working closely with the government and community agencies that serve them.

Facilitating employment and placement. Local employers are often unaware of the vocational education programs offered in their communities. Those employers who are aware of local vocational programs often have little knowledge of the specific skills taught in the programs or of the level of training students receive. These employers may search for new employees from other sources, making it difficult for students to find employment after program completion. In other cases, placement officers and instructors are unaware of the job opportunities available to their graduates, again making it more difficult for students to find suitable employment. These problems can be reduced when close contacts are maintained between employers and officials of educational institutions.

Promoting economic development. The function of various community agencies is to promote the economic growth of the community. Chambers of commerce recruit new employers into the community. Planning commissions assist local government to qualify for economic development funds. Vocational education and training programs are an important community asset in these efforts. These programs help attract new employers to the community and provide training needed by potential employers

and industries. Coordination between vocational educators and representatives of these agencies can help to assure that educational institutions are responsive to the needs of industries and that these industries are aware of the training assets vocational education provides.

OBSTACLES TO REGIONAL COMMUNICATIONS AND PLANNING

Despite the benefits that can be derived from maintaining regional communications and coordinating planning among educational institutions in the region and between institutions and agencies and the community, several obstacles can inhibit efforts to initiate regional communications and planning activities.

Lack of autonomy. Many institutions that offer vocational education are branches or regional campuses of state-operated institutions. These regional campuses often do not have complete control over their programs, and coordination with other institutions in the community is difficult because final decisions affecting facilities or programs must be approved by authorities outside the community. Central authorities also sometimes discourage or prohibit regional campuses from revealing long-term plans until these plans are acted on and approved at the central level. Any refusal to discuss long-term plans, whatever the reason, not only makes regional communication and planning efforts more difficult, but also leads to feelings of distrust from the others involved.

Institutional loyalty. Although regional communications and planning may lead to improved educational services in the community, regionalization can be threatening. Educational administrators tend to strongly value local autonomy. They believe that each institution should make its own decisions concerning programs and facilities with as little outside interference as possible. While regional communications and planning do not reduce autonomy, they do open up future plans to scrutiny by others. To the extent that administrators are more loyal to their educational institutions than to the community as a whole, any criticisms or suggestions that are made in an effort to improve vocational education in the community might be perceived as being critical or threatening by the administrator. The problem is further complicated by the fact that many schools achieve status by offering large numbers of programs and keeping their classrooms filled. Unfortunately, such an approach is not necessarily efficient when viewed from the perspective of the community. For example

by establishing a program that is already being offered at another school in the community, or by increasing the number of students in a program that already exists, more graduates may be produced than can be absorbed into the local job market. For regional planning to succeed, vocational education administrators must broaden their perspectives. They must share their loyalty to their institutions with loyalty to the community.

Insufficient time. Regional communications and planning activities are time consuming. Meetings must be scheduled and attended; regional communications, such as brochures and newsletters, must be prepared and disseminated; committees must be formed, members recruited, agendas prepared; and personal visits must be made to institution and community leaders to persuade them to support a regional approach. Educators, representatives from business and industry, and community agency personnel are generally already burdened with an excessive number of duties. Regional communications and planning add an additional burden. Experience has shown, however, that with sufficient motivation time can be made available for regional communications and planning activities.

THE PROJECT

Recognizing the potential benefits from maintaining communications and coordinating planning for vocational education at a regional level, several vocational administrators in the River Hills Region (Economic Planning and Development Region 14) of southern Indiana began conducting periodic meetings in 1975. These meetings formed the foundation for a 1976 project to integrate regional communications and planning, a 1977 project to develop a regional manpower information system, a 1978 project to implement a regional communications and planning model, and subsequent projects to support the continuation of regional communications and planning activities.

The projects were sponsored by the three educational institutions that serve the River Hills Region and by the River Hills Regional Planning Commission. The three institutions were Indiana University Southeast, Indiana Vocational Technical College-South Central, and the Charles Allen Prosser Area Vocational Center (operated by the New Albany-Floyd County Consolidated School Corporation). The school corporation served as the local education agency responsible for the administration of the projects. The planning commission was responsible for the economic development activities in the five county area.

THE REPORT

This report synthesizes the activities conducted during the first three projects. It presents the regional communications and planning model developed and discusses the implementation of the model. It also offers recommendations for others involved in regional communications and planning activities.

CHAPTER II

PROCEDURES

DEVELOPMENT AND IMPLEMENTATION OF A REGIONAL PLANNING AND COMMUNICATIONS MODEL

The success of efforts to improve regional communications and to coordinate planning in vocational education depends upon the desire of participants in the venture to overcome the obstacles discussed in Chapter I. Planning and communicating on a *region-wide* basis necessitates a break from traditional methods of program planning and requires an initial investment of many hours to open channels of communication . Unless there exists the desire to place the benefit to the community or region above the costs to the individual institution, efforts aimed at *coordinated* planning are not likely to succeed.

This chapter discusses a model, and methods used to implement the model, for regional communications and planning developed by the River Hills Region Vocational Education Information Project. Each component of the model is described and details of how each component was operationalized are provided. It is hoped that readers contemplating the development of a communications and planning model can benefit from this description of the River Hills experience.

DESCRIPTION OF THE MODEL

The River Hills model consists of three major components: (1) an organizational/leadership component, (2) a communications component, and (3) a planning component. The model is displayed in Figure 1 and the development and implementation of each component is explained below.

ORGANIZATIONAL/LEADERSHIP COMPONENT

Project steering committee

The development of the River Hills model was directed by a Project Coordinator working in concert with a Project Steering

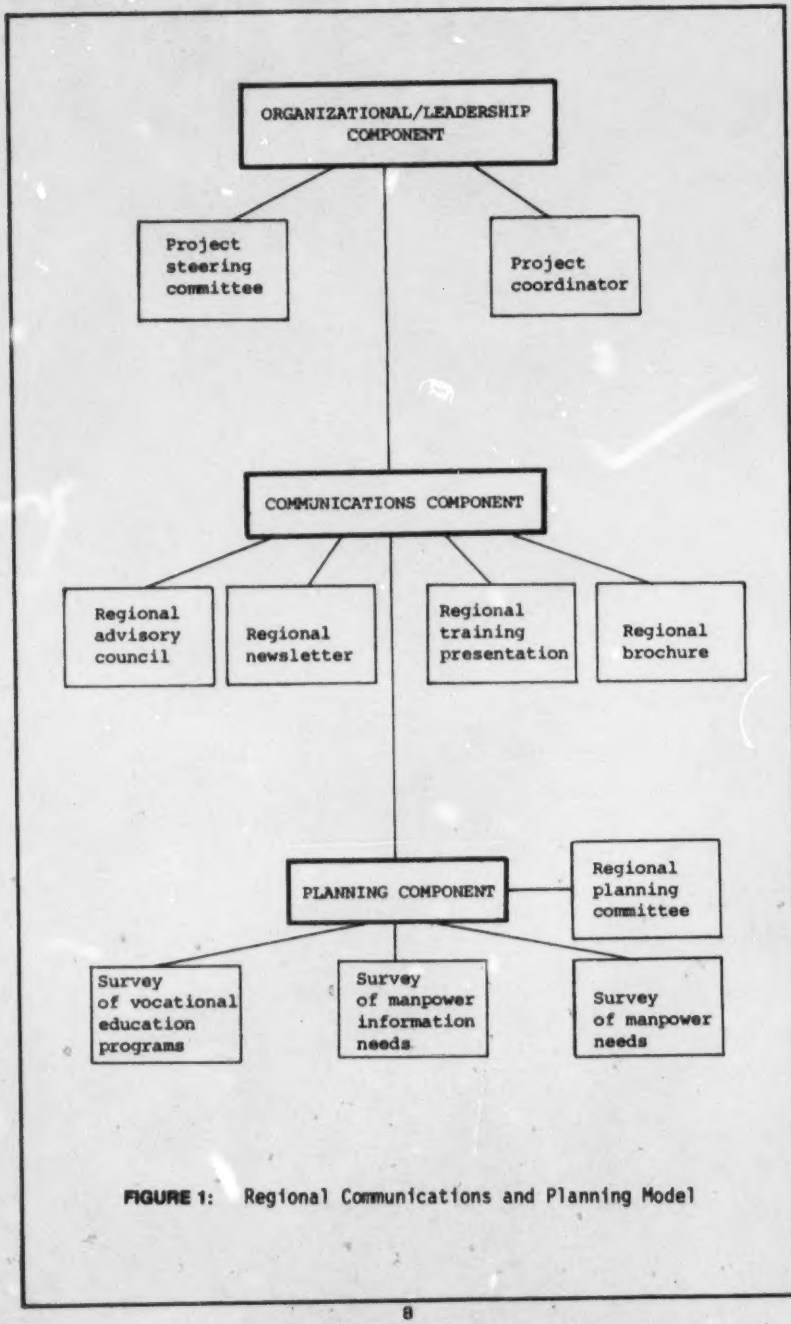

FIGURE 1: Regional Communications and Planning Model

Committee. The Steering Committee was initially comprised of representatives from three educational institutions in the region offering vocational or occupationally-related education and training (Charles Allen Prosser Vocational Center, Indiana Vocational Technical College-South Central, and Indiana University Southeast) and a representative from the River Hills Regional Planning Commission. As the project unfolded, Steering Committee membership was expanded to include representatives from the Indiana Employment Security Division and the Occupational Development Center.

The Steering Committee, together with the Project Coordinator, provided the leadership necessary to develop and implement the regional communications and planning model. The Steering Committee performed several functions during the course of the project:

- It provided an open forum for communications between administrators from regional educational institutions offering vocational education and training;
- It established project goals and activities, located funding sources, and secured project staff; and
- It supervised project activities and evaluated project progress.

Project coordinator

In the River Hills project, a research-oriented professional was hired to be the Project Coordinator. He was responsible for designing and conducting research activities aimed at facilitating regional planning and evaluating the effectiveness of these activities. Other options for coordinating a regional project are possible depending on the extent to which Steering Committee members want to be involved in the day-to-day activities of the project. For example, the committee may wish to exercise direct control of the project and simply hire a secretary to schedule meetings and perform clerical tasks.

REGIONAL COMMUNICATIONS COMPONENT

The various methods used in the River Hills project to promote communications about vocational education and training opportunities in the region are discussed below.

Regional advisory council

While the meetings of the project Steering Committee provided an opportunity for educational administrators and other

providers of vocational education and training to share ideas and information, they did not provide an opportunity for communication with employers and other users of vocational education and training services. Thus, a Regional Advisory Council was established with representatives from education, business, and government.

The council provided a forum for educators and business and community representatives to discuss issues in the delivery and use of vocational education and training throughout the region. Topics considered by this council included: (1) ways to raise employers' awareness of vocational education services, (2) approaches to making vocational education more responsive to regional and employer needs, and (3) ways to facilitate the placement of vocational education program graduates.

Regional newsletter

The River Hills project developed a newsletter called "Vocational Views" (see Appendix A) to present general information about vocational education and training in the region that would be of interest to an audience of employers, educators at the secondary and postsecondary levels, guidance counselors, government officials, and community agency personnel. Material presented in the newsletter included: (1) descriptions and listings of newly approved and existing secondary, postsecondary, and adult vocational programs, (2) summaries of program evaluations, (3) descriptions of special programs available for employees, (4) discussions of placement statistics, and (5) descriptions of new building facilities.

The newsletter was prepared and edited by the Project Coordinator, and contributions were solicited from regional educational institutions and community agencies. Printing was done by the students in a vocational printing program, and the brochure was mailed to a list of employers, school officials, government officials, and community agency personnel involved in vocational training. The mailing list was compiled from industrial directories issued by local Chambers of Commerce, telephone books, and school and agency mailing lists.

Regional training presentation

While interviewing employers in the River Hills Region (see the section on manpower survey later in this report), the Project Coordinator learned that many employers were unaware of the vocational education programs offered by schools in the region, the types of programs provided, or the training services

available to local employers. Once employers were informed of these programs and services, they wanted more information.

The kind of information requested by employers was too extensive and detailed to present in the regional newsletter, so the Project Steering Committee decided that the most efficient way to answer employers' questions was through personal contact with vocational educators. To provide information to employers and to facilitate communications between employers and vocational educators, a regional training presentation was designed.

A location was chosen and schools providing vocational education programs were invited to set up a program display and provide representatives to answer questions. The regional training presentation was publicized through press releases to local newspapers (see Appendix B), and an article in the regional newsletter. Personal invitations (see Appendix C) were sent to all employers on the regional newsletter mailing list.

Regional brochure

The River Hills project staff developed a regional brochure to provide an overview of vocational education and training provided in the region. The brochure contained descriptions--e.g., mission statement, types of programs available, contact person--of regional schools and agencies involved in vocational education training. Brochures were distributed at the regional training presentation.

PLANNING COMPONENT

The River Hills project began its regional planning efforts after many of the communications activities were underway. The strategy adopted was to conduct two surveys: one survey to obtain detailed information on types of vocational education programs available in the region, and the other to obtain an estimate of employment needs anticipated by employers in the region. The intent was to merge the information from the two surveys in a coordinated regional planning endeavor. It was hoped that the results of the two surveys would provide an impetus for cooperative regional planning.

Survey of vocational education programs

The River Hills project used mailed questionnaires to obtain the vocational education program information required for regional planning. The questionnaires asked for information on

(1) the vocational education programs currently available, (2) the number of students who had recently completed these programs, (3) the number of students expected to complete these programs in the next few years, (4) the number of students that could be accommodated when the programs operated at capacity, (5) placement statistics, and (6) other topics pertinent to the project's regional planning information needs. Separate questionnaires with detailed instructions were developed to survey secondary and postsecondary institutions. The questionnaire used to survey secondary vocational education programs is presented in Appendix D. The postsecondary questionnaire is presented in Appendix E.

The questionnaires were mailed to school administrators who were instructed to either complete the questionnaires themselves or forward them to the department chairpersons or instructors who could complete them.

Survey of educators' manpower information needs

Before developing a survey instrument to identify employers' anticipated employment needs, the River Hills project surveyed vocational educators who were likely to participate in regional planning efforts, to determine what information they would need to plan vocational programs adequately.

The project staff identified a group of educators who were likely candidates for participation in regional planning efforts and invited them to a group meeting. At this meeting, the educators listed the types of information they would need for program planning. Since more types of information were listed than could be obtained in a manpower survey, it was necessary to identify the most crucial types. The Project Coordinator first compiled a list of all the responses and developed a rating sheet. The combined list and rating sheet was mailed to the participants of the meeting and they were asked to make two ratings on the importance of each item on the list. The first rating indicated the importance of presenting the information so that the employer who submitted it could be identified. The second rating indicated the importance of tabulating the information across employers without identifying employers. In making their ratings the educators used a scale from "1--The information is crucial for adequate planning" to "5--The information is worthless for adequate planning".

When the survey results were tabulated, the items rated most crucial for adequate planning fell into one of four categories: (1) current and projected employment figures, including the number of persons that would be hired during the next

year and the next five years, the current number of job openings, and the annual turnover rate; (2) qualifications for employment, including the tasks applicants must be able to perform to be hired for entry-level employment, training and experience requirements; (3) information affecting program curriculum such as the critical tasks employees in a particula occupational field must be able to perform, the extent of employers' interest in requesting schools to train new employees who cannot perform these critical tasks, and anticipated changes in training needs due to changes in equipment or technology; and (4) employer satisfaction with current vocational education programs and suggestions for improving these programs. These categories of manpower information needed for vocational education planning were used in the preparation of the survey of regional employers.

Survey of employers' manpower needs

Although a mail survey could have been used at a lower cost to survey employers, project personnel decided to conduct an interview survey. They saw several important advantages in using the interview approach: (1) it was more likely that the employer would supply the information requested when asked to do so in a personal visit, (2) the interviewers could clarify and explain questions, and (3) personal contacts would help to improve communications between employers and vocational educators.

The interview instrument was developed to obtain information on the general nature of the business or industry; the job titles of all employees, including the number of employees with the same job title; the critical tasks performed under each job title; the number of employees hired during the past year and the past five years in each job title; the projected hiring statistics for the next year and the next five years in each job title; specialized equipment used on the job; qualifications for employment; and the employers' training needs. The complete interview instrument is presented in Appendix F.

Three part-time personnel were hired to conduct the interviews. At first, the interviewers telephoned employers in advance to request appointments but many employers were uncooperative on the telephone so the staff decided to make unannounced visits. This approach substantially reduced the number of employers who were unwilling to participate in the survey.

The type of persons interviewed varied. In larger firms, the personnel managers generally provided the information

requested while in smaller firms, the owners or office managers usually supplied the information. When the interviews were complete, the interviewers coded and tabulated the responses. The regional data were then summarized by job title and by employers.

Regional planning committee

When the data from the survey of vocational education programs and the employer interviews were tabulated and summarized, the summaries were presented to the Project Steering Committee. The committee scheduled additional meetings for the purpose of reviewing survey findings and discussing implications. However, while some discussions took place, little or no regional planning began. The committee members had served throughout the project as the governing body and were hesitant to change their roles and discuss the long-term plans of the institutions they represented. It was this failure to openly discuss plans and to act on the survey results that prompted the establishment of a Regional Planning Committee.

The Planning Committee was comprised of vocational educators and administrators from the three institutions sponsoring the River Hills project. It was stipulated that committee proceedings would be limited to regional planning, that participants were required to openly discuss future plans of the institutions they represented, and that discussions would be restricted to the educational needs of the region and the impact of these needs on educational programs.

Meetings were held monthly during the school year and when the project funding period ended meetings were still scheduled monthly for the remainder of the school year.

CHAPTER III

FINDINGS AND CONCLUSIONS

The goal of the River Hills Region Vocational Education Information Project was to develop and implement a regional planning and communications model. Impressions of project staff concerning difficulties encountered in reaching this goal, the successes and failures in implementing the model's components, and the extent to which region-wide communications and planning were actually improved as a result of the project are discussed below.

COMMITTEE STRUCTURE AND FUNCTION

Steering and planning committees

The meetings of the Project Steering Committee were intended to serve as a forum for communications among administrators from educational institutions offering vocational training, and between those administrators and representatives from community agencies. It was also intended that coordinated regional planning would be discussed during the steering committee meetings, especially once the survey data were available to committee members.

The meetings of the Steering Committee clearly did serve as a forum, but unfortunately communications were often guarded. Committee members tended to avoid discussions of long-term institutional plans. As a result, the Project Steering Committee did not succeed as a forum for regional planning. It was because of this failure that the Regional Planning Committee was established.

However, members of the Steering Committee, particularly the original members of the committee, provided support for the project during its entire duration. Office space, supplies, secretarial help, meeting rooms, and the like were generously donated. The members of the committee were also generous in giving suggestions and assisting in the conduct of the project.

Perhaps the Steering Committee meetings were an inappropriate setting for regional planning. The fact that there was a great deal of overlap between the membership of the Project Steering Committee and the Regional Planning Committee suggests that the members perceived the primary purpose of the Steering Committee meetings to be the direction of the project, while they perceived the primary purpose of the Planning Committee meetings to be coordinated regional planning.

Ultimately, the success of the project depended upon the outcome of the meetings of the Regional Planning Committee. Coordinated regional planning is a continuous process, and because the committee was established shortly before the end of the project, the eventual outcome is not known. However, the members of the committee did seem determined during the last phases of the project to overcome the obstacles to regional planning by establishing a coordinated program as a model for the region. Demonstration of a successful coordinated program, it was hoped, would make other vocational educators see the benefits of coordinated planning and share in the efforts to achieve it at the regional level.

Regional advisory council

Few meetings were actually held by the Regional Advisory Council. During the first or second meeting of the council, it became apparent that many of the members felt they lacked the qualifications to participate in major decisions affecting vocational education. Consequently, meetings of the council were initiated only when an issue surfaced that appeared to be of interest to the council members. The council was most helpful in providing suggestions concerning the content of the newsletter, the structure of the Regional Training Presentation, and possible ways to ensure a high level of attendance at the presentation. On the other hand, the council did not seem responsive to the need for regional planning for vocational education. Without a mandate to make decisions concerning vocational education, perhaps only a minor role should be expected of a committee of this sort.

FORUMS FOR REGIONAL COMMUNICATION

Regional newsletter

While no survey was taken to determine the extent to which the newsletter was read, informal feedback during the manpower surveys indicated that employers were at least aware of the

newsletter. For the first few issues most of the articles were prepared by the Project Coordinator; however, as the project progressed a greater number of articles were prepared by the schools and agencies participating in the project. This increased participation was due in part to the efforts of the Project Steering Committee, and to a growing awareness in schools and agencies of the need to publicize their programs. It was hoped that the newsletter would continue beyond the duration of the project, each school or agency preparing its own articles, but the efforts involved in editing, proofreading, and mailing the newsletters made this impractical. Consequently, the publication of the newsletter ended with the termination of the project.

Regional training presentation

Attendance at the Regional Training Presentation was poor. However, almost all of the employers who did attend indicated that they had benefited from the presentation and that they would recommend attendance at any future presentations to their colleagues. No negative comments were made concerning the structure of the presentation, and it was almost unanimously recommended that the format remain unchanged. Some of the vocational educators who participated in the presentation noted that it would have taken them several months to make as many contacts as they had made in one afternoon. The only shortcoming appeared to be inadequate publicity given to the event aside from the large number of personal invitations that were mailed to employers.

Regional brochure

Although a brochure was prepared for distribution at the Regional Training Presentation, a survey of its usefulness was not made. The printing of the brochure on high quality paper for wider distribution was not accomplished during the project.

The use of the brochure need not be limited to its distribution at a training presentation. Dissemination of the brochure through Chambers of Commerce and community social service agencies and to employers may serve to (1) raise potential employers awareness of the types of programs available if they locate in the region, (2) attract new industries to the region, (3) inform employees of programs that could help them upgrade their skills or acquire new ones, and (4) educate community residents to the opportunities available for vocational education and training.

AIDS TO REGIONAL PLANNING

Survey of vocational education programs

The survey of vocational education programs was accomplished quickly without complaints from vocational educators who completed the survey instruments. The results of the survey seemed to provide an adequate summary of the desired information on vocational education programs within the region.

Survey of required manpower information

The vocational educators who were asked to rate the importance of different types of information for planning vocational education programs seemed to understand the need for this information. They expressed no dissatisfaction with the survey instrument, and only one of them failed to rate the information. The results of this survey were useful in preparing the manpower survey instrument.

Survey of manpower needs among regional employers

The survey of manpower needs among regional employers was a major undertaking involving large numbers of employers. The vast majority of the employers contacted were willing to provide the information, but there were some refusals and some who would only provide the data in summary form. A major difficulty occurred surveying large firms that had many different job titles. To manage the data collection, job titles were clustered according to job similarity, but this made it difficult to combine data obtained from large firms with data obtained from smaller firms. Difficulties were also encountered in matching uniform job titles to the titles given by employers and the descriptions of the critical tasks that were performed.

A large amount of information was obtained during the survey, but only limited interest was expressed in this information by vocational administrators participating on the Regional Planning Committee. The greatest interest was shown in the global summaries which contained estimates of the number of persons who would be hired in the most popular jobs in the future. Little interest was shown in other types of information even though they were rated important in the survey of manpower information needs. Ironically, once coordinated regional planning actually did take place, no further reference was made to the data from the survey.

The results of the manpower survey may have served as a catalyst for discussion during the early phases of regional planning, but there was no evidence that such detailed information was actually needed or that it would ever be used. Moreover, while there were some interesting contradictions between the information obtained during the survey and the information routinely provided by the Indiana Employment Security Division or the Kentucky Department of Human Resources, these contradictions were rare, and the data were in general agreement.

From these observations concerning the activities of the Regional Planning Committee, the project staff concluded that extensive data on current vocational programs and employers' projected needs are not absolutely necessary for coordinated planning at the regional level. The data collected during the survey of employers were too extensive and detailed to be readily utilized. The more consolidated manpower projections available from the Indiana Employment Security Division and the Kentucky Department of Human Resources were judged to be adequate for discussions of regional plans. Educational administrators participating in the planning meetings already possessed information about regional employers' manpower needs and the availability of vocational education and training opportunities to engage in discussions of coordinated regional planning for vocational education.

However, there may have been another reason why the manpower survey data were not used for regional planning. The River Hills project was the first attempt within the region to coordinate planning for vocational education. Until the project was initiated, vocational planning was conducted by individual institutions without involving other institutions within the region. Regional planning requires a working communications network through which administrators from regional educational institutions share long-range educational plans. Data from the manpower survey may not have been used simply because communications were not yet sufficiently unguarded to permit the cooperative use of such data on a region-wide basis. If coordinated planning were adopted and became traditional practice, comprehensive manpower data might serve a greater function in regional planning.

The River Hills project demonstrates that the development of communication links among regional educational institutions and the promotion of cooperation in planning are no small tasks. Perhaps the major accomplishment of the project was to facilitate communications between educational institutions and community agencies, thereby fostering the idea that the economic well-being of the region can be addressed through the cooperative efforts of representatives from these agencies.

*The final report of the River Hills project discusses the project in greater detail and is available from VES.

APPROXIMATE PROJECT COSTS

First year

Activities: Organization of project, formation of steering committee and advisory council, development of newsletter, survey of vocational education programs

Personnel (including benefits)	$11,900
Travel	1,250
Supplies and materials	500
Communications	750
	$14,400

Second year

Activities: Continuation of steering committee meetings; development, implementation, analysis of survey of regional manpower needs

Personnel (including benefits)	$14,700
Travel	1,200
Supplies and materials	225
Communications	500
Properties/facilities	725
	$17,350

Third year

Activities: Continuation of steering committee meetings; organization and meetings of regional planning committee; organization, implementation, an evaluation of regional training presentation; tour for educators of U.S. Army School at Fort Knox; continuation of newsletter

Personnel (including benefits)	$22,500
Travel	700
Supplies and materials	1,100
Communications	900
Facilities	700
	$25,900

APPENDICES

APPENDIX A: Copy of *Vocational Views* - Newsletter

Vocational Views

News and Information on Vocational Education in the River Hills Region of Southern Indiana

April, 1978 Volume 2, Issue 2

Training Presentation for Employers to be held May 4

The River Hills Region Vocational Education Information Project will sponsor a regional presentation for local employers intended to acquaint them with the types of educational programs and training services available to businesses, services, and industries in Southern Indiana and Louisville, Kentucky. All employers in this geographic area are invited to attend the presentation which will be held at Indiana University Southeast (IUS) on May 4 from 1:00 to 4:00 p.m. in the Hoosier Room-East. The Hoosier Room-East is located on the ground floor of the University Center.

Representatives from the following schools and agencies will be present to distribute information and to talk with employers:

- Charles A. Prosser Area Vocational Center
- Indiana Vocational Technical College (Ivy Tech – Southcentral)
- Indiana University Southeast
- South Central Area Vocational School
- Indiana Employment Security Division
- Occupational Development Center
- Bureau of Apprenticeship and Training

The major purpose of the presentation will be to clarify the missions of these schools and agencies and to discuss with employers the types of training and educational services that are available to them. The need for such a presentation became apparent as a result of the survey of employers conducted by the River Hills Region Vocational Education Information Project. It was learned during the survey that employers were frequently uncertain about the missions of the different schools and agencies. It was also learned that many employers having specific training needs were often unaware of the programs and facilities that are available to help them. It is hoped that the training presentation at IUS will help to solve this informational gap.

In order to provide employers with a sample of the special training programs that are currently being conducted or have recently been conducted to assist local businesses and industries, the following list summarizes some of the programs at two local schools – Indiana Vocational Technical College (Ivy Tech – Southcentral) and C. A. Prosser Vocational Center:

Ivy Tech-Southcentral

Apprenticeship Program for Colgate Palmolive (Clarksville) – A program that includes a 4-year electronics program as well as general courses in fields such as Technical Communication, Technical Mathematics, Human Relations, Blueprint Reading, and Physical Sciences

Program for Louisville Cement (Speed) – Includes in-house training in Maintenance Welding, Electrical Troubleshooting, Blueprint Reading, Shop Mathematics and Measurement and Electronics. Also includes Ivy Tech classes in Arc Welding and Blueprint Interpretation

Spray Finishing Techniques – Workshops for Hillerich and Bradsby (Jeffersonville)

Emergency Medical Technician: Ambulance Skills – Mock disaster drill for Floyd County Hospital

GED Preparation – Classes for the National Guard in Scottsburg

Industrial and Municipal Wastewater Certification Exams – Examinations conducted for the State Department of Health in Indiana

VOCATIONAL VIEWS

A newsletter published by the River Hills Region Vocational Education Information Project to facilitate communications relating to vocational education in Clark, Floyd, Harrison, Scott, and Washington Counties.

Funded by a grant from the Indiana State Board of Vocational and Technical Education.

*Copies of *Vocational Views* are available from VES.

APPENDIX B: Press Release on Regional Training Presentation

IUS

NEWS RELEASE

INDIANA UNIVERSITY SOUTHEAST
University Relations, 4201 Grantline Road
New Albany, IN 47150, (812) 945-2731

April 28, 1978

FOR IMMEDIATE RELEASE:

(New Albany, IN)--Indiana University Southeast will host a vocational education and training opportunities presentation on Thursday, May 4.

The event is designed to provide area employers with information on the types of training programs and services available through schools and agencies in Southern Indiana.

Participants include Charles Allen Prosser Vocational Center, Indiana Vocational Technical College, South Central Area Vocational School, Bureau of Apprenticeship and Training, Occupational Development Center, Indiana Employment Security Division, and Indiana University Southeast.

The presentation will be held in the Hoosier Room of the University Center at IUS from 1-4 p.m. Informational tables representing the participating schools will be arranged so that individual employers may obtain specific information relative to their particular business.

No speeches are planned. A special brochure outlining the basic approaches and services available by the participating schools will be given to visiting employers. There is no charge.

Gene Drucker is coordinating the event on behalf of the River Hills Region Vocational Education Information Project.

APPENDIX C: Invitation to Attend Regional Training Presentation

River Hills Region Vocational Education Information Project

c/o Indiana University Southeast
4201 Grantline Road
New Albany, Indiana 47150
Telephone (812) 945-2731

You are cordially invited to attend the 1978 Regional Presentation of Vocational Education and Training Opportunities on Thursday, May 4, 1978 at Indiana University Southeast. This event is being sponsored by the River Hills Region Vocational Education Information Project.

The purpose of the 1978 Regional Presentation is to provide employers with information on the types of training programs and services that are available to them from the schools and agencies of Southern Indiana. The need for this type of presentation became apparent during the manpower survey recently conducted by the River Hills Project. It was learned during the survey that many employers in Southern Indiana and Louisville, Kentucky had unfulfilled training needs that could have been met by one or more of the institutions participating in the Regional Presentation.

Representatives from the following schools and agencies will be present to describe their programs, distribute literature, and answer specific questions:

- .Charles Allen Prosser Vocational Center
- .Indiana Vocational Technical College (Ivy Tech-Southcentral)
- .South Central Area Vocational School
- .Indiana University Southeast
- .Bureau of Apprenticeship and Training
- .Indiana Employment Security Division
- .Occupational Development Center

The format of the 1978 Regional Presentation will be informal; no speeches are planned. Instead, visitors will be encouraged to visit each display in order to speak with representatives from the participating institutions concerning their programs and services. These representatives will also be willing to discuss alternative solutions to specific training needs.

I sincerely hope that you or your representative will be able to attend this presentation which will be held in the Hoosier Room-East on the IUS campus from 1:00 to 4:00 p.m. on May 4, 1978. Indiana University Southeast is located at 4201 Grantline Road, a quarter-mile north of the Grantline exit from I-265. The Hoosier Room-East is on the ground floor of the University Center. Parking facilities for visitors are located near the University Center and are clearly marked.

For additional information about these activities, please call me at 945-2731, extension 271.

Sincerely,

Eugene H. Drucker
Vocational Research Coordinator

APPENDIX D: Survey Instrument for Secondary Vocational Education Programs

RIVER HILLS REGION VOCATIONAL EDUCATION INFORMATION PROJECT
SURVEY OF VOCATIONAL EDUCATION PROGRAMS

BACKGROUND

The River Hills Region Vocational Education Information Project is a research effort being funded by a grant from the State Board of Vocational and Technical Education. The project is jointly sponsored by Indiana University Southeast, Indiana Vocational Technical College, New Albany-Floyd County Consolidated School Corporation, and the River Hills Regional Planning Commission. The purpose of the project is to facilitate regional planning for vocational education. To accomplish this objective, two surveys are being conducted. The first is a survey of the vocational education programs currently available in Clark, Floyd, Harrison, Scott, and Washington Counties. The second is a survey of employment opportunities that will be available in the same five counties. The data from these surveys will be made available to school personnel to assist them in planning local programs and to create opportunities for regional planning. You are being asked to assist in these data collection efforts by providing the information requested in the attached survey instrument.

INSTRUCTIONS

The following instructions have been prepared to assist you in responding to the survey instrument:

1. Write the name of your school. If the school has facilities in more than one location, write the location of the facility where the program is offered.

2. Write the name of the program for which the information will be given.

3a. Write the total number of students currently enrolled in the program.

3b. Write the number of male students and the number of female students currently enrolled in the program.

APPENDIX D *continued*

3c. Write the number of juniors and the number of seniors currently enrolled in the program. If other students are enrolled in the program, write the number of these students and describe who they are.

3d. Write the number of Blacks, Spanish, and other minority students who are currently enrolled in the program.

3e. Write the number of mentally and physically handicapped students who are currently enrolled in the program.

4a. Write the number of students that can be accommodated in the program given the amount of space and equipment that is currently available. Do not consider the availability of instructors when responding to this item.

4b. Write the number of students that can be accommodated in the program given the number of instructors that are currently available. Do not consider the availability of space and equipment when responding to this item.

4c. Write the number of students who applied for this program during the 1976-1977 school year, but who were turned down because of limitations in either space or equipment. Do not consider the number of applicants who were turned down because of limitations in the number of available instructors.

4d. Write the number of students who applied for this program during the 1976-1977 school year, but who were turned down because of limitations in the number of available instructors. Do not consider the number of applicants who were turned down because of limitations in either space or equipment.

4e. Describe any plans to change the amount of space or equipment used for the program, or plans to change the availability of instructors. Do not describe these plans unless they are likely to be implemented. Also, do not describe these plans unless they will affect the number of students who can be accommodated in the program.

5a. Write the number of students who completed the entire program during each of the school years listed. Estimate the number of students who will complete the entire program during the present and future school years. Students who complete programs that are less than two years in duration should be counted among those who have completed the entire program.

APPENDIX D *continued*

5b. Write the number of students who withdrew from the program or who failed to return during each of the school years listed. Estimate the number of students who will withdraw or fail to return during the present or future school years. Do not consider the reasons for withdrawing or failing to return regardless of their validity. Students who have finished programs that are less than two years in duration should not be counted among those who have withdrawn or failed to return.

6a. Write the total number of hours required to complete the program including classroom and release time.

6b. Write the total number of weeks students will require to complete the program.

6c. Write the number of instructors who are assigned to this program on a full-time basis. If the instructor is present only during part of the school day, or if the instructor teaches in other programs or has other major duties, then that instructor should be counted as a part-time instructor when responding to this item.

6d. See 6c above.

7a. Write the percentage of students completing the entire program who became employed in the field for which they were trained in the program or in a related field. Do not include students who withdrew from the program before completing it--even if they withdrew to accept a job or later became employed in the field for which they received training in the program.

7b. Write the percentage of students that withdrew from the program who became employed in the field for which they received training or in a related field.

7c. Use this space to explain the information given in items 7a and 7b or in any of the other items in this survey. Any other comments or observations may also be written in this space.

SURVEY OF VOCATIONAL EDUCATION PROGRAMS

1. SCHOOL: _____

2. PROGRAM TITLE: _____

APPENDIX D *continued*

3. ENROLLMENT STATISTICS:

   a. Total enrollment: _____

   b. Males: _____

      Females: _____

   c. Juniors: _____

      Seniors: _____

      Others: _____
      (explain)

   d. Minority: _____

   e. Handicapped: _____

4. CAPACITY STATISTICS:

   a. Physical capacity: _____

   b. Existing staff capacity: _____

   c. Number of applicants who were not accepted into the program during the 1976-1977 school year because of limitations in the physical capacity: _____

   d. Number of applicants who were not accepted into the program during the 1976-1977 school year because of limitations in the existing staff capacity: _____

   e. Anticipated changes in the capacity of the program:

      _____

      _____

      _____

5. COMPLETION STATISTICS:

	1973-1974	1974-1975	1975-1976	1976-1977*	1977-1978*	1978-1979*
a. Number of students completing program:	____	____	____	____	____	____
b. Number of students withdrawing before completing program:	____	____	____	____	____	____

*Estimated number

36

APPENDIX D *continued*

6. DESCRIPTION OF PROGRAM:

   a. Total number of program hours: _____

   b. Number of weeks to complete program: _____

   c. Number of full-time instructors: _____

   d. Number of part-time instructors: _____

7. PLACEMENT DATA:

   a. Percent of graduates who obtained employment in a field for which they were trained or in a related field:

      1973-1974: _____

      1974-1975: _____

      1975-1976: _____

   b. Percent of students withdrawing from program who obtained employment in a field for which they received training or in a related field:

      1973-1974: _____

      1974-1975: _____

      1975-1976: _____

   c. Comments: _____

      _____

      _____

      _____

APPENDIX E: Survey Instrument for Postsecondary Vocational Education Programs

RIVER HILLS REGION VOCATIONAL EDUCATION INFORMATION PROJECT
SURVEY OF POSTSECONDARY VOCATIONAL AND
OCCUPATIONAL EDUCATION PROGRAMS

BACKGROUND

The River Hills Region Vocational Education Information Project is a research effort being funded by a grant from the State Board of Vocational and Technical Education. The project is jointly sponsored by Indiana University Southeast, Indiana Vocational Technical College, New Albany-Floyd County Consolidated School Corporation, and the River Hills Regional Planning Commission. The purpose of the project is to facilitate regional planning for vocational and occupational education. To accomplish this objective, two surveys are being conducted. The first is a survey of the vocational and occupational education programs currently available in Clark, Floyd, Harrison, Scott, and Washington Counties. The second is a survey of employment opportunities that will be available in the same five counties. The data from these surveys will be made available to school personnel to assist them in planning local programs and to create opportunities for regional planning. You are being asked to assist in these data collection efforts by providing the information requested in the attached survey instrument.

INSTRUCTIONS

The following instructions have been prepared to assist you in responding to the survey instrument:

1a. Write the name of your school. If the school has facilities in more than one location, write the location of the facility where the program is offered.

1b. If your school is organized into departments or divisions, write the name of the department or division that conducts the program.

2. Write the name of the program for which the information will be given.

3a. Write the total number of students currently enrolled in the program.

APPENDIX E *continued*

3b. Write the number of male students and the number of female students currently enrolled in the program.

3c. Write the number of first-year, second-year, third-year, and fourth-year students enrolled in the program. If other students are also enrolled in the program, write the number of these students and describe how they are classified.

3d. Write the number of full-time and the number of part-time students currently enrolled in the program.

3e. Write the number of Black, Spanish, and other minority students who are currently enrolled in the program. Do not include women as minority students on the basis of their sex alone.

3f. Write the number of mentally and physically handicapped students who are currently enrolled in the program.

4a. Write the number of students that can be accommodated in the program given the amount of space and equipment that is currently available. Do not consider the availability of space and equipment when responding to this item.

4b. Write the number of students that can be accommodated in the program given the number of instructors that are currently available. Do not consider the availability of space and equipment when responding to this item.

4c. Write the number of students who applied for this program during the 1976-1977 school year, but who were turned down because of limitations in either space or equipment. Do not consider the number of applicants who were turned down because of limitations in the number of available instructors.

4d. Write the number of students who applied for this program during the 1976-1977 school year, but who were turned down because of limitations in the number of available instructors. Do not consider the number of applicants who were turned down because of limitations in either space or equipment.

4e. Describe any plans to change the amount of space or equipment used for the program, or plans to change the availability of instructors. Do not describe these plans unless they are likely to be implemented. Also, do not describe these plans unless they will affect the number of students who can be accommodated in the program.

APPENDIX E *continued*

5a. Write the number of students who were awarded a certificate in this program during each of the school years listed. Estimate the number of students who will be awarded a certificate during the present and future school years.

5b. Write the number of students who were awarded an associate degree in this program during each of the school years listed. Estimate the number of students who will be awarded an associate degree during the present and future school years.

5c. Write the number of students who were awarded the baccalaureate degree in this program during each of the school years listed. Estimate the number of students who will be awarded a baccalaureate degree in the present and future school years.

5d. Write the number of students who were awarded any other degrees in this program during each of the school years listed. Describe the degrees that were awarded. Estimate the number of students who will be awarded these degrees in the present and future school years.

5e. Write the number of students who withdrew from the program or failed to return during each of the school years listed. Estimate the number of students who will withdraw or fail to return during the present and future school years. Do not consider the reasons for withdrawing or failing to return regardless of their validity. Students who earned a certificate or degree in the program should not be counted among those who withdrew or failed to return even if it would have been possible for them to earn a higher degree.

6a. Write the number of program or credit hours required to earn each available degree. Indicate program or credit hours by underlining the appropriate type.

6b. Write the minimum number of weeks or semesters students will require to earn each available degree. Indicate weeks or semesters by underlining the appropriate time period.

6c. Write the number of instructors who are assigned to this program on a full-time basis. If the instructor is present only during part of the school day or if the instructor teaches in other programs or has other major duties, then that instructor should be counted as a part-time instructor when responding to this item.

6d. See 6c above.

APPENDIX E *continued*

6e. Indicate whether the program is offered to students only during the day, only at night, or both day and night.

7a. Write the percentage of students receiving each type of degree during each school year listed who became employed in the field for which they were trained or in a related field. Students who received more than one degree in the program should be classified according to the highest degree received. Students who failed to receive a certificate or degree in the program should not be included in these statistics even if they did become employed in the area for which they were trained.

7b. Write the percentage of students withdrawing from the program during each school year listed who became employed in the field for which they received training or in a related field. Only students who withdrew before receiving a certificate or degree should be included in these statistics. Students who withdrew after receiving a certificate or degree should be included in the statistics for item 7a above.

7c. Use this space to explain the information given in items 7a and 7b or in any of the other items in this survey. Any other comments or observations may also be written in this space.

SURVEY OF POSTSECONDARY VOCATIONAL AND
OCCUPATIONAL EDUCATION PROGRAMS

1a. SCHOOL: _____

1b. DEPARTMENT: _____

2. PROGRAM TITLE: _____

3. ENROLLMENT STATISTICS:

a. Total enrollment: _____

b. Males: _____

Females: _____

c. First-year: _____

Second-year: _____

Third-year: _____

Fourth-year: _____

Others: _____
(explain)

APPENDIX E *continued*

d. Full-time: _____

Part-time: _____

e. Minority: _____

f. Handicapped: _____

4. CAPACITY STATISTICS:

a. Physical capacity: _____

b. Existing staff capacity: _____

c. Number of applicants who were not accepted into the program during the 1976-1977 school year because of limitations in the physical capacity: _____

d. Number of applicants who were not accepted into the program during the 1976-1977 school year because of limitations in the existing staff capacity: _____

e. Anticipated changes in the capacity of the program:

_____

_____

_____

5. COMPLETION STATISTICS:

	1973-1974	1974-1975	1975-1976	1976-1977*	1977-1978*	1978-1979*
a. Number of students obtaining certificates:	____	____	____	____	____	____
b. Number of students obtaining associate degrees:	____	____	____	____	____	____
c. Number of students obtaining bachelor degrees:	____	____	____	____	____	____
d. Number of students obtaining other degrees (specify):	____	____	____	____	____	____
e. Number of students withdrawing before obtaining degree:	____	____	____	____	____	____

*Estimated number

APPENDIX E *continued*

6. DESCRIPTION OF PROGRAM:

	Certificate	Associate degree	Bachelor degree	Other degree (specify)
a. Required number of program hours or credit hours (underline which):	_____	_____	_____	_____
b. Minimum number of weeks or semesters to complete program (underline which):	_____	_____	_____	_____

c. Number of full-time instructors: _____

d. Number of part-time instructors: _____

e. Availability (Check one): Day only___ Night only___ Both___

7. PLACEMENT DATA:

a. Percent of graduates who obtained employment in a field for which they were trained or in a related field:

	Certificate	Associate degree	Bachelor degree	Other degree (specify)
1973-1974:	_____	_____	_____	_____
1974-1975:	_____	_____	_____	_____
1975-1976:	_____	_____	_____	_____

b. Percent of students withdrawing from program who obtained employment in a field for which they received training or in a related field:

1973-1974: _____

1974-1975: _____

1975-1976: _____

c. Comments: _____

_____

_____

_____

APPENDIX F: Survey Instrument for Manpower Information

RIVER HILLS REGION VOCATIONAL EDUCATION INFORMATION PROJECT
MANPOWER INFORMATION SURVEY

INSTRUCTIONS

1. Before beginning the interview, write your name and the date in Section 1. If it is necessary to return for additional interviews, write the dates of these additional interviews in 1c.

2. The information for this interview should be obtained from the person in charge of hiring practices. This person could be a personnel manager, supervisor, owner, or other employee. Appointments should be made in advance to interview this person, and information should be given at this time concerning the types of questions that will be asked.

   For Section 2, record the name of the company or business from which data will be sought during the interview, its address, the name of the person being interviewed, and the principal products or services of the business.

3. Explain the purpose of the project to the respondent before beginning the interview. Stress the fact that data is also being obtained from schools providing vocational education, and that this data will be given to local employers. Also stress the fact that the information obtained from this and other interviews will enable the schools to be more responsive to the needs of the community.

   For Section 3, ask the following question: "Would you give me a list of the titles for the various jobs performed by your employees?" If the respondent is uncertain how to respond to this question, present some examples taken from *Dictionary of Occupational Titles*. Do not, however, suggest specific titles for the jobs in this company or business. Use whatever terminology is used by the employer.

   If an employee has more than one job title, record these titles, but indicate that the title is shared with another.

   If the employer knows the DOT codes for these job titles, record them. If not, obtain the codes from the *Dictionary of Occupational Titles* at a later time and enter them after the titles.

APPENDIX F *continued*

4. Section 4 contains questions pertaining to each job title. Use separate sheets for each job title. Complete the questions for one job title before beginning another. If the respondent cannot answer some of the questions, offer to return at another time to obtain the answers or offer to talk to someone who could answer the questions such as a foreman, supervisor, or an employee with the job title.

   Begin Section 4 by selecting one of the job titles listed in Section 3. Ask "How many _____ do you employ?" Record this under 4b.

   Then ask "How many _____ have you hired in the last 12 months and in the last 5 years?" The answers should be recorded under 4c and 4d. If the respondent cannot answer this question, politely ask if someone could obtain this information from employment records.

   Ask "Would you tell me approximately how many _____ you think you will hire in the next 12 months?" If the respondent is unsure and doesn't want to specify a number, stress the fact that you just need a rough guess and that you realize that it is impossible to be specific. When a reply is given, then ask "How many _____ do you think will be hired within the next 5 years?" Again, encourage the respondent to supply an answer recognizing that any answer to this question would be speculative. Record these answers in 4e and 4f.

   Ask "What is your annual turnover rate for _____?" Although this question appears to be similar to the previous questions, there is a difference in the type of information sought. Turnover refers to the number of people who are hired to replace people who terminate their employment for various reasons (e.g., retiring, being fired, quitting, being promoted). It does not include people who were hired because of expansion, new products, etc., where nobody was replaced. The turnover rate should be recorded in 4g.

   Ask "Do you have any openings right now for _____?" If no openings are available, record "0" in 4h. If there are openings, ask "How many?" and record the number given.

   The purpose of the questions dealing with critical tasks is not to determine all tasks performed by employees with the designated job title. This is a time consuming job far beyond the scope of the present survey. The purpose is to determine those tasks which are performed by employees with

APPENDIX F *continued*

the designated job title which are of greatest concern to the employer. The criteria for determining whether or not a task is critical will vary from employer to employer, and possible even from respondent to respondent. Some may be concerned with the amount of time spent on the task, the scarcity of people capable of performing it, or the consequences of an error. Others may be concerned with numerous other criteria. Ask "Would you tell me what the most critical or important tasks are that are performed by a _____ _____?" If the respondent asks for a definition of critical task, list some of the possible criteria, but do not specify which would be used. For each task listed, ask "Is the ability to perform this task a qualification for employment?" Record the answers to these questions in 4i and 4j.

Ask "Are there any types of specialized equipment which _____ must be able to operate?" The focus of this question is not on tools or equipment that are commonly used by all persons with this job title, but on equipment that this particular employer uses. If relevant, record the name of the equipment, its brand, and the model number in 4k. Also, ask "Is the ability to operate this piece of equipment a qualification for employment?" Record this answer in 4l.

The next group of questions are designed to determine the remaining qualifications for employment in this job title. Ask "Do you require your _____ to have previous experience before you would hire them?" If a negative response is obtained, record "No" in the appropriate space. If a positive response is obtained, ask "What type of experience?" and record the answer.

Then ask "Do you require any particular type of training before you would hire them?" If a positive response is given, probe to determine what type of training, how extensive, and if there are any preferences concerning where the training should be obtained.

Then ask "Do you administer any tests to people applying for jobs as _____?" If a positive answer is given, probe to determine the type of tests, the particular skills that are measured by these tests, and the scores or performance levels that are required for employment.

Then ask, "Do you require new employees to participate in an apprenticeship program?" If a positive response is given, probe to determine who operates the apprenticeship

APPENDIX F *continued*

program (the company or a union) and how long the program requires.

Then ask "Are there any tools which your employees must own for this job?" If a positive response is given, probe to determine which tools. However, if the list is extensive, do not go on with the list. Simply indicate that tools are required.

Ask "Are there any other qualifications for employment as a _____?" If a positive response is given, probe to determine these qualifications.

The information obtained in this group of questions should be recorded in the appropriate spaces under 4m.

Ask "How do you perceive the availability of qualified _____ in the future? Do you think there will be a surplus of qualified applicants, a shortage, or what? Record the response in 4n.

5. Section 5 concerns the types of training needs a company or business may have that could be served by local schools and colleges. It is important to keep in mind that specialized programs can be developed for particular training programs possessed by employers, employees, organizations, and agencies. Very often, the employers may be completely unaware that these types of services are available from local schools. Furthermore, even if a training need cannot be met by any present program, it may be possible to establish new programs to meet the need.

Ask "Do you know of any future changes in technology, any new equipment you might be getting, or any new products, that will require any of your employees to be retrained or to take special training?" If an affirmative answer is given, probe to determine the nature of the training requirement. Also probe to determine whether or not there would be an interest in having this training being provided by one of the local schools or colleges. Record the responses in 5a.

Then ask "Are there any plans to expand your facilities here or even possible to reduce them?" If an affirmative response is given, probe to determine the nature of this change. If possible, try to determine how this change will affect the number and type of jobs that will be available, and what affects there will be on training requirements. Record the responses in 5b.

APPENDIX F *continued*

Ask "Do you anticipate any changes in your training programs or in your requirements for training?" If no in-house training is given, are there plans to start a program. If there is an in-house training program, are there plans to end it or to expand it. Probe to learn as much as possible about future training plans. Record the responses in 5c.

Ask "You listed the types of critical tasks your employees must be able to perform. Do you have any interest in having the schools operate a training program to provide new employees with the ability to perform these tasks?" If an affirmative answer is given, probe to determine the type of training that would be required, the number of persons to be trained, etc. Record the answer in 5d.

Ask "Do any of your employees need to upgrade their skills?" If an affirmative answer is given, probe to determine the nature of this need and record the responses in 5e. Then ask "Would you have any interest in a training program for upgrading their skills that could be operated by one of the local schools or colleges?" Record the responses in 5f.

Ask "Do any of your employees need special training for advancement?" The concern of this question would be for technical skills as well as non-technical skills such as supervisory skills and language ability. Probe to determine if there is any interest in a program operated by a local school. It is important to keep in mind here that existing programs may already provide the opportunity for providing these skills. Record any responses in 5g.

Ask "Are there any other training needs that I may not have asked about?" If an affirmative response is given, probe further. Record the answers given in 5h.

Ask "Have you employed anybody who is a graduate from a vocational education program?" If an affirmative reply is given, ask "How satisfied are you with the abilities of these employees?" Probe to determine what they like and dislike most about the type of training these employees received. Record the answers in 5i.

Ask "Can you make some suggestions for improving the vocational education programs in our schools?" Record the suggestions, if any, in 5j.

6. Section 6 contains questions concerned with the economic development of the region. The purpose of 6a is to deter-

APPENDIX F *continued*

mine whether or not there are any unique problems that an employer has that can be solved through the assistance of the planning commission or some other agency concerned with the economic development of the community. Ask "Are there any problems your company is experiencing, such as transportation, taxes, power, or building facilities, that the planning commission can help you solve." Explain the relationship between the project and economic development. Probe to determine if these problems are preventing expansion or even threatening the future of the business. Record the responses in 6a.

Ask "Are there any raw materials, products, or services that your company or business cannot purchase locally?" If an affirmative reply is given, probe to determine the types of materials, products, or services. The purpose of this question is to get information on types of businesses that may be created in the region in the future. Record the responses in 6b.

MANPOWER INFORMATION SURVEY

1. INTERVIEWER INFORMATION

   a. Name of interviewer: _____

   b. Date of initial interview: _____

   c. Dates of follow-up interviews: _____

2. EMPLOYER INFORMATION

   a. Company or firm: _____

   b. Address: _____

   _____

   c. Name of person interviewed: _____

   d. Position or title of person interviewed: _____

   _____

   e. Major products or services: _____

   _____

3. JOB TITLES

   a. Job title — b. DOT code

   _____ _____

APPENDIX F *continued*

a. Job title	b. DOT code
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

4. JOB INFORMATION

a. Job title: _____

b. Number of employees with job title: _____

c. Number hired in last 12 months: _____

d. Number hired in last 5 years: _____

e. Estimated number to be hired in next 12 months: _____

f. Estimated number to be hired in next 5 years: _____

g. Estimated annual turnover rate: _____

h. Number of current job openings: _____

i. Critical tasks performed:

j. Qualification for employment

CRITICAL TASKS	YES	NO
_____	___	___
_____	___	___
_____	___	___
_____	___	___
_____	___	___
_____	___	___
_____	___	___
_____	___	___
_____	___	___

APPENDIX F *continued*

k. Other tasks that are qualifications for employment:

_____

_____

_____

_____

_____

l. Specialized equipment:

m. Qualification for employment

SPECIALIZED EQUIPMENT	YES	NO
_____	___	___
_____	___	___
_____	___	___
_____	___	___
_____	___	___

n. Other qualifications for employment:

Experience: _____

_____

Training: _____

_____

Tests (including minimum standards): _____

_____

Apprenticeship program participation: _____

_____

Tool ownership: _____

_____

Other qualifications: _____

_____

o. Estimated availability of qualified job applicants in the future:

_____

_____

_____

APPENDIX F *continued*

5. TRAINING NEEDS

a. Expansion or reduction plans: _____

b. Effects of changes in technology and equipment on training needs: _____

c. Planned training changes: _____

d. Requirements to upgrade skills of present employees: _____

e. Interest in vocational education programs to-

.Train new employees lacking skills to perform critical tasks: _____

.Upgrade skills of present employees: _____

.Train employees for advancement: _____

.Other interests in training programs: _____

f. Satisfaction with vocational education graduates: _____

g. Suggestions for improving vocational education: _____

APPENDIX F *continued*

6. ECONOMIC DEVELOPMENT

a. Problems requiring economic assistance from public agencies: _____

_____

_____

_____

_____

b. Resources and materials not available locally: _____

_____

_____

_____